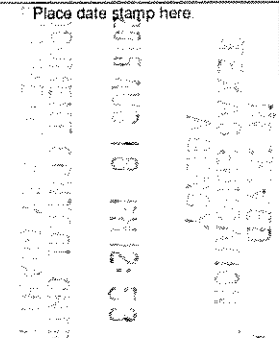


**Texas Education Agency  
Standard Application System (SAS)**

**2015–2020 Texas Title I Priority Schools, Cycle 4**

<b>Program authority:</b>	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant period:</b>	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
<b>Application deadline:</b>	5:00 p.m. Central Time, August 20, 2015	Place date stamp here: 
<b>Submittal information:</b>	<b>Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</b> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
<b>Contact information:</b>	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name		County-District #	Campus name/#	Amendment #
Premont ISD		125905	Premont Elementary	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #	
125905	2	34	028765105	
Mailing address			City	State    ZIP Code
439 S W 4 <sup>th</sup>			Premont	TX    78375

**Primary Contact**

First name	M.I.	Last name	Title
Eric		Ramos	Superintendent
Telephone #	Email address		FAX #
361.348.3915	Eramos@premontisd.net		361.348.2882

**Secondary Contact**

First name	M.I.	Last name	Title
Annie		Recio	Principal
Telephone #	Email address		FAX #
361.348.3915	arecio@premontisd.net		361.348.2882

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Eric		Ramos	Interim Superintendent
Telephone #	Email address		FAX #
361.348.3915	eramos@premontisd.net		361.348.2882
Signature (blue ink preferred)	Date signed		



*Only the legally responsible party may sign this application.*

**701-15-107-002**

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE		<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE		<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE		<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

## Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 125905

Amendment # (for amendments only):

## Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements.</li> <li>2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable.</li> <li>3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions</li> <li>4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding.</li> <li>6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.</li> </ol>
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the <b>transformation model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness.               <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--                   <ol style="list-style-type: none"> <li>i. Take into account data on <b>student growth</b> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>ii. Uses the definition of <b>student growth</b> as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable</li> </ol> </li> </ol> </li> </ol>

## For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

	<p>across classrooms.</p> <p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <p>i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</p> <p>ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</p> <p>iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Texas state-design model</b>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an <b>Early College High School (ECHS)</b>. In doing so, the LEA/campus will implement the following:</p> <p>1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.</p> <p>2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.</p> <p>3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.</p>

## For TEA Use Only

<p>Changes on this page have been confirmed with:</p> <p>Via telephone/fax/email (circle as appropriate)</p>	<p>On this date:</p> <p>By TEA staff person:</p>
--	--

4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
  - (A) Data to identify the population at risk of dropping out of school;
  - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
  - (C) Early College brochures in all languages relevant to the school community;
  - (D) Written communication plan for relevant target audiences: parents, community members, school board.

**Adapted from Texas Early College High School Blueprint, Benchmark 1.**

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
  - (A) Partnership between the school district and an institute of higher education (IHE) that:
    - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
    - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
    - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
  - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
  - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

**Adapted from Texas Early College High School Blueprint, Benchmark 2.**

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

**Adapted from Texas Early College High School Blueprint, Benchmark 3.**

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
  - (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

degree.

- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

**Adapted from Texas Early College High School Blueprint, Benchmark 4.**

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
  - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
  - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
  - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

**Adapted from Texas Early College High School Blueprint, Benchmark 6.**

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- [Texas Education Code §29.908](#)
- [Texas Administrative Code §4.161](#)
- [19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.
2. Establish or expand a high-quality preschool program.  
A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
  - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
  - (B) High-quality professional development for all staff;
  - (C) A child-to-instructional staff ratio of no more than 10 to 1;
  - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
  - (E) A full-day program;
  - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
  - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
  - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
  - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
  - (J) Program evaluation to ensure continuous improvement;
  - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
  - (L) Evidence-based health and safety standards.
3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
  - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
  - (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

#### For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



educators.

9. Use data to identify and implement an instructional program that is:
  - (A) Research-based;
  - (B) Developmentally appropriate;
  - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
  - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
  - (A) Aligned with the school's comprehensive instructional program
  - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), [CLI Engage](#) platform, and utilize the [Texas School Ready!](#) child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
  - (A) Screen all existing staff and rehire no more than 50 percent; and
  - (B) Select new staff
10. 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
  - (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
  - (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
  - (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:

1. Implement an evidence-based whole-school reform in partnership with a model developer.
  - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>  
These approved models are supported by:
  - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
  - (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
  - (C) A study which used a large sample and multi-site sampling.
3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
4. The whole-school model must implement the model for all students in the school.
5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
  - (A) School leadership
  - (B) Teaching and learning in at least one full academic content area
  - (C) Non-academic supports for students
  - (D) Family and community engagement

12. The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:

#### For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

	<ol style="list-style-type: none"> <li>1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</li> <li>2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:             <ol style="list-style-type: none"> <li>(A) significant improvement in academic achievement</li> <li>(B) success in closing achievement gaps either within a school or relative to other public schools</li> <li>(C) High school graduation rates</li> <li>(D) No significant compliance issues in the areas of civil rights, financial management and student safety.</li> </ol> </li> <li>3. Enroll, within the grades it serves, any former student who wishes to attend the school.</li> </ol> <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <b>closure model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</li> </ol> <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <b>Rural LEA applicant</b> may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: <a href="http://www2.ed.gov/programs/reaprlisp/eligible14/index.html">http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</a></p>
15.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Whole-School Reform model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Implement an evidence-based whole-school reform in partnership with a model developer.             <ol style="list-style-type: none"> <li>(A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.</li> </ol> </li> <li>2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <a href="http://www2.ed.gov/programs/sif/sigevidencebased/index.html">http://www2.ed.gov/programs/sif/sigevidencebased/index.html</a> These approved models are supported by:             <ol style="list-style-type: none"> <li>(A) A study of efficacy that meets What Works Clearinghouse evidence standards.</li> <li>(B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.</li> <li>(C) A study which used a large sample and multi-site sampling.</li> </ol> </li> <li>3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation</li> </ol>

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

	<p>with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <p>(A) School leadership</p> <p>(B) Teaching and learning in at least one full academic content area</p> <p>(C) Non-academic supports for students</p> <p>(D) Family and community engagement</p>
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	<p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p>
21.	<p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p>
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

## Schedule #5—Program Executive Summary

County-district number or vendor ID: 125905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Premont Elementary School (PES) in Premont Independent School District (PISD) is one of the neediest, rural, school campuses in Texas. PES houses grades P-6, and has been designated as a Texas Education Agency Priority campus in Improvement Required status with the district in Academic Probation status. Located in South Texas, with portions of the district found in Jim Wells county as well as Duval county, Premont Elementary seeks to build on its **vision** for aggressive school reform which was enhanced as part of the TEA EEIP (Educator Excellence Innovation Program) in 2014-2015 that led to the implementation of the TAP model focused on career paths for teachers as well as best practices in instruction aimed at increased student achievement. PES has implemented the research driven TAP model for school reform allowing teachers opportunities to advance without leaving teaching while also participating in robust, job-embedded professional development with fair, transparent accountability and opportunities for differentiated compensation based on teacher and classroom performance. PES has coined its TTIPS model as the **LASSO360** Project. LASSO360, (Leading Academic Success & Student Optimization with 360 accountability from all stakeholders), seeks to implement both the common best practices of the **Early Learning Model** in P-2 and the **Turnaround** model in grades 3-6 on the diverse campus. Some of those best practices are similar but due to specific needs of the grade levels, the best of both models is needed. The campus principal has already been replaced over the summer of 2015 as required by both the Early Learning and Turnaround Models. Per the Turnaround Model, over fifty percent of the campus' teachers either resigned or were removed. All positions have been filled as of the date of this application with highly qualified teaching staff. The campus already locally budgeted to add PK4 for the 2015-2016 school year prior to this application and seeks to add PK3 on campus with these TTIPS funds as well adhering to all USDE high quality PK programming guidelines. The campus already offers full-day Kindergarten. As part of the TAP Model initiated in 2014-2015, the campus is structured to meet many of the requirements for both the Early Learning and Turnaround Models including provision for joint planning of teachers during cluster and after school times, implementation of the rigorous TAP process of evaluation in 2014-2015, provision of financial incentives for performance and teacher retention, provision of job-embedded professional development including coaching and mentoring by Master and Mentor teachers, use of data for formative, interim, and summative needs, and future enrollment in the CLI and Texas School Ready systems for early learning. With TTIPS funds, PES also hopes to provide increased learning time through afterschool and summer programming focused on student achievement and enrichment. TTIPS funds will also support whenever possible, bilingual counselors to be more culturally responsive to the needs of these students & their families (Smith-Adcock, Daniels, Lee, Vallalba & Arce, 2006). Counseling activities will serve to broker the cultural relationships between students, families, and school staff (Amatea & West-Olatunji (2007). PISD has already **urgently** begun to address campus concerns by entering into an unprecedented Alliance with Texas A&M University- Kingsville (TAMUK) when the district was facing impending closure in 2011. The TAMUK Alliance works closely with and supports PISD in the training of school board personnel, providing staff development in content and curriculum alignment, and facilitating the incorporation of the AVID college Readiness System (ACRS) focused on **high expectations for results**. TAMUK has also contracted, on behalf of PISD, with the educational consulting firm Ed Point which provides instructional coaching, Response to Intervention (Rti) planning, mentoring for administration, and collaboration in curriculum alignment. Premont ISD works closely with ESC 2 to vertically align all content areas. **Organizationally**, the TAP model in particular has put structures in place for reform with **improved communication** and **realigned governance** reporting to the superintendent of schools including weekly cluster meetings, implementation of Master Teachers in 14-15 and Mentor Teachers as well as Deans of Instruction (through local funds).

## For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

PES plans to implement the TTIPS funded **LASSO 360** Project incorporating both the Early Learning Model at P-2 and Turnaround model at grades 3-6 at PES corresponding to campus needs aimed at the urgency of rapidly improving student achievement. Key areas identified for support on the recent Campus Needs Assessment conducted by EdPoint Associates contracted through the TAMUK Alliance included these key concerns from the larger list of recommendations: 1. Improve and enhance teacher quality; 2. monitor daily alignment of instructional delivery for rigor of the curriculum/standard, 3. provide content area training, 4. to implement an effective benchmark system, 5. frequent classroom walk-through and effective and immediate feedback, 6. utilize data to inform instruction and intervention efforts, 7. provide a true RTI program, 8. implement a phonics program to support reading instruction in K-3 as well as enhance the reading program overall, 9. strengthen counseling programs, and, 10. enhance parental involvement. Additionally, PES plans to increase learning time by offering afterschool and summer programming for academics and enrichment. In order to address **teacher quality**, PES will move into year two of the TAP model as part of the EEIP grant whereby teachers will prepare teachers to succeed with the campus's student population including comprehensive training incorporating the research-based best practices of TAP including professional development reframing teacher lenses around providing an equitable education for all students. PISD will provide opportunities for multiple career paths including roles as career, mentor, and master teacher with the latter supported by salary augmentation apropos to responsibilities in those roles. Implementation of these career paths has allowed teachers to not only develop their expertise, but also "pursue a variety of positions throughout their careers- career, mentor, and master teacher – depending on their interests, abilities, and accomplishments." Teachers are being compensated as their roles and responsibilities increase in impact. With regard to **monitoring daily alignment of instructional delivery to ensure rigor of the curriculum standards**, PISD/PES has hired locally funded Deans of Instruction for the campus in 2015-2016+ and proposes to hire a Curriculum Specialist to oversee those Deans and the campus curriculum process with this funding. TTIPS funds in this grant will provide for an onsite math coach and reading coach to provide sorely needed content support in those areas. Hiring incentives as well as retention pay for those math and reading coaches to serve in this rural district will be supported by TTIPS funds. Additionally, Master and Mentor teachers (EEIP grant) will support rigorous implementation of the curriculum and instructional strategies. In order to **provide content area training**, PES can rely on both the Deans of Instruction as well the proposed math and reading instructional coaches in this TTIPS application as well as Master and Mentor teachers on the campus. Moreover, funds in this TTIPS grant would support enhanced content knowledge through partnership with TAMUK as well as the ESC1 & 2 (Educational Service Center). Enhanced content knowledge is critical at PES as classroom walkthroughs in 2014-2015 indicated dire need for deep understanding of curriculum standards by teachers. Hand in hand with improved focus on curricular rigor is the need for **effective benchmarking** of those efforts. Resources to enhance effective benchmarking will including consultation with area school districts such as Driscoll ISD who recently presented at the TAMUK/Premont Summer Institute and committed to consultation and observation privileges to support PISD/PES. **Frequent classroom walk-through and effective and immediate feedback** will be supported by the TAP model of the EEIP grant in year two of the grant. As Master teachers become more effective in their appraisal and coaching roles as part of the TAP process, new teachers to campus and returning teachers will benefit. PES strives to refine its ability to identify struggling students early and implement an **effective RTI program** considering that PISD's percentage of SPED students is at 13% far exceeding the state average around 8.5%. Effective RTI measures will ensure students receive the instruction they direly need and are not placed into SPED readily. PES plans to **implement a phonics program to support reading instruction** in K-3 and plans to enhance the overall reading program through expansion of guided reading strategies into grades 3-6 after successful efforts in K-2 in the 2014-2015 school year. Additionally, increased reading practice time through campus implementation of DEAR (Drop Everything and Read) meshed with Accelerated Reader accountability and incentives. PES plans to **enhance counseling programs** adding an additional full-time counselor on staff at PES as well as utilizing university partnership resources to provide counseling programs to students and staff to address concerns ranging from motivation to more serious concerns. PES plans to **improve parental involvement** through hiring of a parental involvement coordinator who will conduct home visits as well as plan parental involvement activities on an ongoing basis including event such as math nights, parenting education, etc. Expertise of the TAMUK partners will be used to support these parenting sessions. PES will use the **LASSO360** Project to support **increased learning time** through a 2 hour/day afterschool program targeting academics & enrichment. Additionally, PES proposes use of TTIPS funds to support a 32 day/four hour day summer program additionally supported by the federal feeding program.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



## Schedule #6—Program Budget Summary

County-district number or vendor ID: 125905 Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. Fund code: 276

## Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre- award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$421,344	\$	\$	\$842,687	\$	\$842,687	\$	\$842,687	\$	\$842,687	\$	\$3,792,092
#8-Professional and Contracted Services	6200	\$193,000	\$	\$	\$296,000	\$	\$300,000	\$	\$303,000	\$	\$308,000	\$	\$1,400,000
#9-Supplies and Materials	6300	\$16,500	\$	\$	\$25,000	\$	\$25,000	\$	\$25,000	\$	\$25,000	\$	\$116,500
#10-Other Operating Costs	6400	\$17,850	\$	\$	\$35,700	\$	\$35,700	\$	\$35,700	\$	\$35,700	\$	\$160,650
#11-Capital Outlay	6600/ 15XX	\$302,290	\$	\$	\$0	\$	\$0	\$	\$0	\$	\$0	\$	\$302,290
Consolidate Administrative Funds <input type="checkbox"/> Yes <input type="checkbox"/> No													
1.771% Indirect costs (see note):		N/A	\$17,888	N/A	N/A	\$22,560	N/A	\$22,636	N/A	\$22,692	N/A	\$22,786	\$108,563
Grand total of budgeted costs (add all entries in each column):		\$950,984	\$17,888	\$	\$1,199,387	\$22,560	\$1,203,387	\$22,636	\$1,206,387	\$22,692	\$1,211,387	\$22,786	\$5,880,094

## Administrative Cost Calculation

Enter the total grant amount requested:

\$5,880,094

Percentage limit on administrative costs established for the program (5%):

x .05

Multiply and round down to the nearest whole dollar. Enter the result.

This is the maximum amount allowable for administrative costs, including indirect costs:

\$294,004.70

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.  
NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4: operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5: operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

## For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



Schedule #7—Payroll Costs (6100)									
County-district number or vendor ID: 125905					Amendment # (for amendments only):				
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Prek Teacher	1	0	\$25,000	\$	\$50,000	\$50,000	\$50,000	\$50,000	\$225,000
2 Full Time Interventionists	2	0	\$60,000	\$	\$120,000	\$120,000	\$120,000	\$120,000	\$540,000
3 Math & Literacy Coach	2	0	\$60,000	\$	\$120,000	\$120,000	\$120,000	\$120,000	\$540,000
4 Curriculum Specialist	1	0	\$30,000		\$60,000	\$60,000	\$60,000	\$60,000	\$270,000
Program Management and Administration									
5 Project/Afterschool Coordinator	1	0	\$32,500	\$	\$65,000	\$65,000	\$65,000	\$65,000	\$292,500
6 Title			\$	\$	\$	\$	\$	\$	\$
Auxiliary									
7 Title			\$	\$	\$	\$	\$	\$	\$
Other Employee Positions									
8 Counselor/Social Worker	1	0	\$30,000	\$	\$60,000	\$60,000	\$60,000	\$60,000	\$270,000
9 Secretary	1	0	\$15,000	\$	\$30,000	\$30,000	\$30,000	\$30,000	\$135,000
10 Parent Involvement Coordinator (part time)	1	0	\$10,000	\$	\$20,000	\$20,000	\$20,000	\$20,000	\$90,000
11 Bus Driver	1	0	\$5,175		\$10,350	\$10,350	\$10,350	\$10,350	\$46,575
12	Subtotal employee costs:		\$262,000	\$	\$525,000	\$525,000	\$525,000	\$525,000	\$2,362,500
Substitute, Extra-Duty Pay, Benefits Costs									
13 6112 Substitute pay			\$2,500	\$	\$5,000	\$5,000	\$5,000	\$5,000	\$22,500
14 6119 Professional staff extra-duty pay			\$111,719	\$	\$223,437	\$223,437	\$223,437	\$223,437	\$1,005,467
15 6121 Support staff extra-duty pay			\$	\$	\$	\$	\$	\$	\$
16 6140 Employee benefits			\$44,625	\$	\$89,250	\$89,250	\$89,250	\$89,250	\$401,625
17 61XX Tuition remission (IHEs only)			\$	\$	\$	\$	\$	\$	\$
18	Subtotal substitute, extra-duty, benefits costs		\$158,844	\$	\$317,687	\$317,687	\$317,687	\$317,687	\$1,429,592
19	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$421,344	\$842,687	\$842,687	\$842,687	\$842,687	\$842,687	\$3,792,092

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)										
County-district number or vendor ID: 125905										Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.										
<b>Professional and Contracted Services Requiring Specific Approval</b>										
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years		
6269	Rental or lease of buildings, space in buildings, or land	\$	\$	\$	\$	\$	\$	\$		
Specify purpose:										
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	\$	\$	\$	\$	\$	\$	\$		
Specify purpose:										
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$	\$	\$	\$	\$	\$	\$		
<b>Professional Services, Contracted Services, or Subgrants</b>										
#	Description of Service and Purpose	Check if Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years	
1	NIET	<input type="checkbox"/>	\$20,000	\$	\$40,000	\$40,000	\$40,000	\$40,000	\$180,000	
2	TAMUK	<input type="checkbox"/>	\$163,000	\$	\$236,000	\$240,000	\$243,000	\$248,000	\$1,130,000	
3	ESC 2	<input type="checkbox"/>	\$10,000	\$	\$20,000	\$20,000	\$20,000	\$20,000	\$90,000	
4		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
5		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
6		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
7		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
8		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
9		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
10		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
b.	Subtotal of professional services, contracted services, or subgrants:		\$193,000	\$	\$296,000	\$300,000	\$303,000	\$308,000	\$1,400,000	
a.	Subtotal of professional and contracted services requiring specific approval:		\$	\$	\$	\$	\$	\$	\$	
b.	Subtotal of professional services, contracted services, or subgrants:		\$193,000	\$	\$296,000	\$300,000	\$303,000	\$308,000	\$1,400,000	
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	\$	\$	\$	\$	\$	
(Sum of lines a, b, and c) Grand total			\$193,000	\$	\$296,000	\$300,000	\$303,000	\$308,000	\$1,400,000	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)											
County-District Number or Vendor ID: 125905										Amendment number (for amendments only):	
Expense Item Description											
Technology Hardware—Not Capitalized											
#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399				\$							
				\$							
				\$							
				\$							
				\$							
6399		Technology software—Not capitalized			\$4,000	\$	\$	\$	\$	\$	\$4,000
6399		Supplies and materials associated with advisory council or committee			\$	\$	\$	\$	\$	\$	\$
		Subtotal supplies and materials requiring specific approval:									
		Remaining 6300—Supplies and materials that do not require specific approval:									
					\$12,500	\$	\$25,000	\$25,000	\$25,000	\$25,000	\$112,500
		Grand total:			\$16,500	\$	\$25,000	\$25,000	\$25,000	\$25,000	\$116,500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

## Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 125905

Amendment number (for amendments only):

Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$10,350	\$	\$20,700	\$20,700	\$20,700	\$20,700	\$93,150
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$7,500	\$	\$15,000	\$15,000	\$15,000	\$15,000	\$67,500
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$	\$	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$	\$	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$	\$	\$	\$	\$	\$	\$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$17,850		\$35,700	\$35,700	\$35,700	\$35,700	\$160,650
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$	\$	\$	\$	\$	\$
<b>Grand total:</b>		<b>\$17,850</b>	<b>\$</b>	<b>\$35,700</b>	<b>\$35,700</b>	<b>\$35,700</b>	<b>\$35,700</b>	<b>\$160,650</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

## For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

## Schedule #11—Capital Outlay (6600/15XX)

Amendment number (for amendments only):

County-District Number or Vendor ID: 125905

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1	Hand held digital book subscriptions	1	\$3,500	\$3,500	\$	\$	\$	\$	\$	\$3,500
2	Accelerated Reader books for classroom libraries	8	\$1,375	\$11,000						\$11,000
66XX/15XX—Technology hardware, capitalized										
3	Ti N Spire- graphing calculators for students in grades 6 to facilitate interactive learning across math and science	35	\$125	\$4,375	\$	\$	\$	\$	\$	\$4,375
4	Projectors- for teacher classrooms to integrate technology into instruction to facilitate interactive learning across all content areas, particularly math and science	11	\$1,150	\$12,650	\$	\$	\$	\$	\$	\$12,650
5	Promethean smartboards- for use in teacher classrooms to integrate technology into instruction to facilitate interactive learning across all content areas, particularly math and science	11	\$2,500	\$27,500	\$	\$	\$	\$	\$	\$27,500
6	Student laptops or ipads- to student use in all core areas of instruction	100	\$751.56	\$75,156	\$	\$	\$	\$	\$	\$75,156
7	Computers for labs- to replace 2 obsolete computer labs on the campus that support intensive instruction and student tesearch to facilitate interactive learning across all content areas, particularly math and science	48	\$1,083	\$51,984	\$	\$	\$	\$	\$	\$51,984
8	Student response systems- to support enhanced student engagement and instant analysis of student data to facilitate instruction	5	\$1,150	\$5,750	\$	\$	\$	\$	\$	\$5,750
9	Hand held digital book readers- for student use in library to enhance student engagement in reading	50	\$100	\$5,000	\$	\$	\$	\$	\$	\$5,000
10	Teacher/Administrator ipad like devices- for teacher use in all content areas of instruction and for walkthroughs	25	\$783	\$19,575						\$19,575
11	Teacher Tablet laptops- for teacher use in all core	25	\$1,800	\$45,000						\$45,000

## For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

[illegible]

to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**Part 1: Student Demographics- Data.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	321		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	312	97.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	9	2.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	277	86.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	31	9.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	32	10%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	419		2013-2014 PEIMS report
Disciplinary placements in In-School Suspension	218		2013-2014 PEIMS report
Disciplinary placements in Out-of-School Suspension	51		2013-2014 PEIMS report
Disciplinary placements in DAEP	21		2013-2014 PEIMS report
Disciplinary referrals for Truancy	19		2013-2014 PEIMS report
Attendance rate		94.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		NA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		NA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	NA	36%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	NA	49%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		NA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		NA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	NA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	NA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		NA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**Part 2: Student Demographics- Comments**

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

One of the key findings of the EdPoint Associates Comprehensive Needs Assessment (through the TAMUK Alliance) was that "high achievers have left Premont ISD." A primary example shared by respondents indicated "that 5 out of the top 12 'Top 10%' of graduates from a neighboring district were from Premont." While the Top 10% impacts high school, it is safe to assume a similar trend at PES with siblings and other high achievers migrating to other nearby districts. Current district efforts to reinstate Pre-Kindergarten in 2015-2016 could support increased enrollment. Nearby districts are as close as 8 miles away. Over the last eight years, district enrollment has decreased by 23%. Although enrollment in grades P-6 has remained relatively stable, enrollment in grades 7-12 has decreased by 40%. However, "enrollment in the district as a whole . . . increased during 2015 for the first time in eight years" (EdPoint Associates CNA, 2015). Premont's attendance is significantly lower than the state average; however both campuses and the district as a whole increased attendance during the 2015 school year (EdPoint Associates, 2015). Over the last four years, both the elementary and secondary capuses have significantly reduced the number of disciplinary placements that remove a student from the regular classroom and instruction. The percentage of students graduating in four years continues to decline with 30.3% of the class of 2014 recorded as dropouts. Overall, PISD's four-year longitudinal graduation rate is significantly lower than the state average. Over the course of the last six years, Premont ISD has employed less experienced staff than the state average. More than half of the teachers had five or fewer years of experience during the 2013-2014 school year (EdPoint Associates, 2015). Students in K-2 showed impressive progress on TPRI scores in 2014-2015 but it will take time for this positive impact to expand into higher grades 3-6 although concerted efforts at improved instruction through guided reading in 2015-2016 are expected. Proposed afterschool services to be supported by TTIPS funds in K-6 could attract students to attend school in their home of Premont instead of in nearby districts with the phaseout of 21<sup>st</sup> CCLC afterschool grants across the state and in nearby districts. The **LASSO360** TTIPS funded project will embrace all stakeholders to meet the challenges of this CNA.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**Part 3: Staff Demographics- Data**

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	27.4		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	21	76.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	1	3.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	1.5	5.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	4	14.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	19	90.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	1	4.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	4.9	23.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	7	33.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	3.9	18.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	4	19.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	1.2	5.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	20,907		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	35,629		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	38,905		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	44,453		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	51,536		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	NA	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Bachelor's degree as highest level attained	32	74.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Master's degree as highest level attained	11	25.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Doctoral degree as highest level attained	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**Part 4: Staff Demographics- Comments**

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An analysis of teacher demographics for the district reveals that a higher percentage of teachers or 46% have five or fewer years of experience. The average years of experience of teachers is 11 with the average number of years teachers have been in PISD being 3.8 years. The turnover rate for teachers in PISD is high. Teacher quality and retention are an obvious high need for this district that nearly closed its doors in May 2011. Students overwhelmingly believe that many of the teachers are much better this year (2014-2015) than in previous years. They believe that their teachers are professional and care about them (EdPoint Associates CNA). Over the course of the last six years, Premont ISD has employed less experienced staff than the state average. More than half of the teachers had five or fewer years of experience during the 2013-2014 school year (EdPoint Associates, 2015). Adults who serve in staff positions at the campus (other than teaching positions) primarily live in the community of Premont ISD. Ensuring that these staff are positive about the school and promote a positive culture on the campus is critical. TTIPS funds will support professional development with these staff members. Due to infusion of the TEA EEIP awarded grant, PISD was able to offer competitive salaries and attract four Master teachers to support the TAP implementation on both campuses including PES in this application. This proposed **LASSO360** TTIPS funded project would afford PES to build on the EEIP TAP restructuring and support comprehensive reform in early learning as well as overall campus turnaround efforts.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**Part 5: Students to Be Served with Grant Funds.** Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
11	49	49	41	55	35	44	37							321

**Part 6: Teachers to Be Served with Grant Funds.** Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1	3	3	2	2	2	2	2							17

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

**Part 1: Process Description.** Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PISD Interim Superintendent Eric Ramos determined that an external comprehensive needs assessment (CNA) would be an effective method to evaluate the district's ability to guide continuous improvement at all levels of the organization and to meet federal and state law (TEC 11.252 a, 1-2 & 11.253). The CNA was conducted by EdPoint Associates in May and June of 2015 as part of the TAMUK Alliance partnership. The goal of the CNA was to provide the district with data regarding identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards (EdPoint Assoc.). Quantitative and qualitative indicators were examined. Quantitative indicators were: Student Achievement Data, Demographic Data, Effective School Staff Satisfaction Survey Data, and Effective Schools Parent Satisfaction Survey Data. Qualitative indicators were: Curriculum, Instruction, and Assessment; Staff Quality; School Culture and Physical Environment; Family and Community Involvement; and Instructional Leadership. "The CNA process was conducted by a review team that examined district protocols, activities, and processes from multiple angles, gathering a wide range of data based on the five indicators. Data sources were collected, analyzed, and coalesced to provide focus and clarity about the factors that affect the areas of review within the district structures" (EdPoint, Assoc.). Face to face interviews were conducted to gather more in-depth qualitative data regarding attitudes, perceptions, and actions about the five indicators. Stakeholders interviewed included: District and Campus Administrators, Central Office Support Staff, School Counselors, Teachers, and Students. A Document Review including STAAR performance results, student demographics, and annual dropout results, etc. were analyzed. The CNA team included individuals who have served in roles that represent superintendents, principals, directors and teachers in Texas public schools. The Premont Leadership team comprised of campus principals, Master teachers, Deans of Instruction, and university partners met in a multi-day institute in July to review the CNA and plan ways to address the campus and district needs based on that CNA. Timeines were developed during that institute.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**Part 2: Model Selection and Best-Fit.** Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ Transformation  
     ☐ with Rural LEA Flexibility modification
- ☐ Texas State-Design Model
- ☒ Early Learning Intervention Model
- ☒ Turnaround  
     ☐ with Rural LEA Flexibility modification
- ☐ Whole-School Reform
- ☐ Restart
- ☐ Closure

**Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PES has proposed the **LASSO360** project and selected a split model for the campus including emphasis on the Early Learning Model for grades P-2 and the Turnaround model for grades 3-6. In the case of this diverse campus, one model/size does not fit all thus a split model approach was selected. PES seeks to implement both the common best practices of the **Early Learning Model** in P-2 and the **Turnaround** model in grades 3-6 on the diverse campus. Some of those best practices are similar but due to specific needs of the grade levels, the best of both models is needed. The campus principal has already been replaced over the summer of 2015 as required by both the Early Learning and Turnaround Models. Per the Turnaround Model, over fifty percent of the campus' teachers either resigned or were removed. All positions have been filled as of the date of this application with highly qualified teaching staff. The campus already locally budgeted to add PK4 for the 2015-2016 school year prior to this application and seeks to add PK3 on campus with these TTIPS funds as well adhering to all USDE high quality PK programming guidelines. The campus already offers full-day Kindergarten. As part of the TAP Model initiated in 2014-2015, the campus is structured to meet many of the requirements for both the Early Learning and Turnaround Models including provision for joint planning of teachers during cluster and after school times, implementation of the rigorous TAP process of evaluation in 2014-2015, provision of financial incentives for performance and teacher retention, provision of job-embedded professional development including coaching and mentoring by Master and Mentor teachers, use of data for formative, interim, and summative needs, and future enrollment in the CLI and Texas School Ready systems for early learning. PISD recognized even before this TTIPS Cycle 4 funding recently became available that based on the campus' performance on STAAR preliminary results, the principal would need replacement. So, that was done by the interim superintendent after STAAR preliminary results were received in May 2015. Additionally, ongoing feedback throughout the school year via administrator and Master Teachers ongoing evaluation efforts as part of the TAP model in the EEIP grant required higher expectations of teachers and in a number of cases "motivated" a number of teachers to resign which ultimately resulted in a loss of at least 50% of the teaching staff. Teacher retention pay that has been found to be helpful in retaining teachers in rural areas (Lynch, 2012) was made available to PES teachers but ultimately several teachers who left that were good teachers, even the retention pay was not enough to motivate them to stay. Proposed TTIPS funds will support hiring incentives and increased retention pay.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**Part 4: Model Selection-Stakeholder Input.** Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PISD has site based decision making teams on each campus which provide ongoing input into the work of the campuses. In addition, due to the size of PISD and the close-knit rural community, often stakeholders in the community fulfill multiple functions and interact with one another continuously throughout the community in interaction with the school staff and administration. The **LASSO360** model will support this integrated, comprehensive effort. Feedback was formally solicited from the community through the EdPoint Associates survey previously noted in this application. Those survey results were shared at the recent TAMUK- Premont Summer Institute that occurred in July. The sometimes difficult input provided on the survey (that was invited through the comprehensive needs assessment secured by the interim superintendent in collaboration with TAMUK) was revealing about both positive and negative criticism of the district. In addition to this survey, parents and community members who sit on the Premont ISD school board provided input throughout the spring semester with regard to staffing effectiveness on the PES campus. The PISD community needs to come closer together in focusing collective in sync efforts to support all children in PISD. TTIPS funds will be utilized to create this **LASSO360** community of learners uniting students, staff, parents, community agencies and stakeholders in an effort to achieve student and campus goals. School administrators, teachers and staff members will develop expertise in instructional strategies designed to meet the academic needs of each student. Students, families, teachers and administrators will engage in targeted goal setting and data tracking as they assume joint responsibility for student success. Special attention will be given to addressing the social emotional needs of students and families to ensure that students enter the classroom ready to learn. Comprehensive social services to families and small group and individual counseling to address barriers to students' academic success will be addressed. This application uniquely engages the expertise of a university partnership to support counseling activities. Additionally, the PBIS or Positive Behavior Intervention and Support model will be strengthened to ensure that the school climate encourages high levels of student achievement.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #14—Management Plan**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**Part 1: Staff Role and Qualifications.** List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	PISD will appoint a DCSI to lead the PES team of highly qualified personnel in order to enact impactful school reform. The DCSI will facilitate through mentorship and support in a liaison role to the campus principals to oversee accountability, monitor campus progress and work to ameliorate obstacles.	Master's Degree in Educational Leadership with campus leadership experience, Experience leading school improvement efforts Thorough understanding of curriculum and instruction, Strong knowledge of accountability system including index measures and TAIS process
	Curriculum Specialist	Responsible for on campus oversight, direction and coordination of curriculum alignment between various entities including principals, EdPoint, Deans of Instruction, Master and Mentor teachers, etc. Work to facilitate Early Learning Initiatives as well as Turnaround support.	Master's Degree or preferred Ed.D/Ph.D. in Curriculum & Instruction or related field. Experience leading school reform efforts particularly focused on Early Learning as well as Turnaround projects. and working with grant funds, Ability to bring stakeholders together to support a common focus on curriculum.
2.	Grant & Afterschool Coordinator	Will work to facilitate all components of the grant and afterschool program in collaboration with all stakeholders and partnering entities	Master's Degree in Educational Leadership Experience leading school efforts and working with grant funds, Knowledge of federal grant principles and reporting requirements, Ability to lead evaluation of grant activities and encourage necessary adjustments as indicated by data
3.	Campus Social Worker/Additional counselor for the campus	Will conduct counseling groups, providing individual support/instruction, consulting with school personnel and community agencies, assessing social and emotional functioning of students, coordinating with school personnel to promote student development and coordinating between school and home to support the social/emotional well being.	Degree in Social Work or related field such as guidance counseling (Masters of Social Work preferred); Experience assessing social/emotional needs of students, providing small group and individual counseling and working with community agencies; Knowledge of PBIS models and implementation; Knowledge of appropriate interventions.
4.	Grant Secretary	Support the clerical work of the grant but also provide excellent customer service and support the school improvement effort.	High school diploma or GED; One to Three years secretarial experience, preferable in public education environment.
5.	Instructional coaches for Literacy and math; Interventionists	Extensive knowledge of curriculum and instruction in the area of Early Learning especially the literacy coach and interventionists. Ability to communicate knowledge to implement change	Masters degree in content area preferred; preferred previous experience working with schools through transformation process
6.	Part-Time Parent Coordinator	Will work to engage parents through coordination of events; will make home visits to encourage attendance/parenting skills	Bachelor's degree in related field; ability to work well with people/parents; organized and willing to go out into the field/homes
7.	PK3 Teacher	Teach PK3 class; begin the PK3 program	Bachelor's degree in early childhood; preferred previous experience working with schools through transformation process; meets highly qualified criteria

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**Part 2: External Provider Role and Qualifications.** List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do not include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	National Institute for Excellence in Teaching	Support the implementation of the TAP or Teacher Advancement Program	Consultant(s) from the National Institute of Excellence in Teaching, as the leader nationally in TAP research and implementation support, will support TAP implementation proposed on this TTIPS application
2.	Texas A&M University - Kingsville	Provide expertise in grant management, budgeting, curriculum and assessment;; Provide project management oversight, budgeting, professional development in best instructional practices, peer to peer walkthroughs and data analysis for content teams; content area expertise in early learning, instructional technology, counseling and guidance, STEM related areas, program evaluation support, and administrative principal coaching	Texas A&M University College of Education faculty members including Gerri Maxwell, PhD as Principal Investigator with over \$20 million funded, managed, implemented at university and ISD level; will provide support for TTIPS grant; faculty hold Ed.D's or Ph.D's in content area specializations. TAMUK will also provide professional development support of TAP and working equitably with diverse student populations. Dr. Steve Bain, Licensed Professional Counselor and TAMUK faculty member will oversee the counseling aspect of this initiative.
3.	Educational Service Center Region 1 & 2	Previous experience in content areas including curriculum and assessment experience in school turnaround efforts as well as Early learning	Preferred masters degree in content area; previous experience with school turnaround and Early Learning school reform efforts
4.			
5.			
6.			
7.			

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**Part 3: Commitment and Succession.**

PES in collaboration with the TAP leadership, as well as TAMUK COE faculty, will continuously review existing district efforts on the **LASSO360** TTIPS funded project in the area of professional development, recruiting, instructional coaching and the like to seek opportunities for this grant initiative ensuring that existing efforts compliment and maximize one another. Proposed use of the TAP model that is a research-based, replicable model with strong support from NIET will ensure that the project is implemented with fidelity and that in turn will support ongoing commitment to the project's success. Additionally, this grant initiative expects to "professionalize" the role of teachers and when teachers are treated as true professionals as the intent of the project, this success will hopefully permeate the culture and climate of the campus leading ultimately to increase student achievement. The goal of the TAP model (which overarches the Early Learning initiative and embraces the tenets of the Turnaround model) seeks to build capacity in educators but also to scaffold expertise so that when attrition occurs, teachers at the next level are ready to move up and take it to the next level and in turn become mentors to their peers which creates a network of expertise and capacity. Additionally, PES works as a team and the interim superintendent truly works to engage all stakeholders in decision-making. This open and transparent style of leadership builds capacity where everyone knows everyone else's job and that only serves to bode well when there are changes in key project personnel.

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Part 4: Sustainability.** What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The long term sustainability of the campus reforms of the LASSO360 project after funding ends has been considered by PES during the initial planning. PES does not see **LASSO360** as a project that will end in five years.

PES will engage in processes and behaviors that produce continuous improvement (Redding, 2006). Sustainability was considered when planning the reforms. Teacher quality is a focus in Premont Independent School District. PISD reported 100% Highly Qualified teachers who meet the current federal definition of Highly Qualified. The reality is that with ever increasing student achievement standards designed to ensure that students are college ready, career ready and world ready, concerted efforts to continuously improve teaching are necessary most especially on the neediest priority, focus and Improvement Required campuses and in PISD as an Academic Probation cited district. PISD in collaboration with the TAP leadership, as well as TAMUK COE faculty, will continuously review existing district efforts in the area of professional development, recruiting, instructional coaching and the like to seek opportunities for this TTIPS grant initiative ensuring that existing efforts compliment and maximize one another. Proposed use of the TAP model that is a research-based, replicable model with strong support from NIET will ensure that the project is implemented with fidelity and that in turn will support ongoing commitment to the project's success. Additionally, this TTIPS/TAP grant initiative expects to "professionalize" the role of teachers and when teachers are treated as true professionals as is the intent of the project, this success will permeate the culture and climate of both campuses within the district leading ultimately to increase student achievement. In order to provide sustainability of all new initiatives, the TTIPS funds will be used to build capacity on campus through the TAP model creating career paths for teachers and honing the skills of all teachers through job embedded professional development, build relationships within the community and with external providers in the area.

Additionally, the campus TTIPS committee hopes to seek support from the community to build in sustainability for any TTIPS funding that may not be able to be covered after the end of the grant. The local community students have different schools that they can choose to attend. With the innovations provided by the grant, it is the TTIPS Committee's hope that the students who currently choose to attend the other campuses will return to PISD and PES thus generating more ADA and adding to the sustainability.

Structures and contingencies will be outlined to ensure that the supported needed will be continued. Contingency plans to address possible changes in staffing and resources will be developed. PES and PISD will continuously look for other grant sources before the end of the five years.

The intensive professional development provided will build teacher and administrative leadership capacity to ensure that they will be able to continue the research-based practices and technology integration outlined in the grant. The subject area specialists will develop capacity within existing and future teaching staff. Concerted and intentional effort in the development of a professional learning community among the participating staff will provide a critical mass of personnel that regardless of attrition should be able to sustain the continued implementation of transformed instructional practices. Training will be across grade levels and content areas as to sustain a vertical knowledge base.

Each activity and/or reform will be looked at in multiple variables: Will a system for sustainability be in place after the grant? Will it be an effective change agent? Will it build capacity and opportunities for change? At the end of the grant, there will be fundamental cultural shifts as the **LASSO360** effort that will support ongoing student achievement. Allocation of resources human and fiscal will be evaluated an ongoing bases and teams will dedicate time to seek ways to maintain reforms and identify strategies for further continuous improvement.

#### For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #15—Project Evaluation**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**Part 1: Establishing Performance Measures.** Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **LASSO360** project with the assistance of the TAMUK project faculty, will implement the CIPP Model of Evaluation will be used for ongoing formative evaluation and continuous improvement. The CIPP Evaluation Model is a comprehensive framework for guiding evaluations of programs, projects, personnel, products, institutions, and systems [Stufflebeam, 2002]. Corresponding to the letters in the acronym CIPP, this model's four components are context, input, process, and product evaluation. In general, these four parts of an evaluation respectively ask, What needs to be done? How should it be done? Is it being done? Did it succeed? The emphasis of the evaluation for this project will be on the implementation of the Early Learning and Turnaround models on the elementary campus. However, summative (product) evaluation information also will be gathered on impact in the classroom, as reported by administrators, teachers, and students and evidenced by improved student achievement. In addition to use of the CIPP model for the project, professional development provided to teachers and administrators will utilize a simple evaluation instrument throughout the course of the project asking three simple questions after selected professional development sessions. Those three questions are: 1) What is working?; 2) What is not working?; 3) How can we improve what we are doing? These three questions and their responses will be compiled into an excel spreadsheet, evaluated for themes and made accessible to all participants. Recommendations from those evaluations will be applied throughout the project in the vein of constant and continuous improvement.

**Part 2: Data Collection.** Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **LASSO360/TTIPS** project management team in collaboration with the Grant Coordinator as well the DCSI and teacher specialists under direct supervision of the PES campus principal and superintendent, will ensure that formative data is collected by: 1) assessing improvement in teacher quality through data collection indicators related to mentoring (mentor and mentee); 2) assessing the amount of ongoing teacher PD through indicators, 3) teacher accountability needs will be instructionally focused, 4) assessing data related to the additional and differentiated compensation of teachers and administrators relative to the program, and 5) assessing impact of improved recruiting & hiring practices through data collection indicators. This PISD/TAMUK team will review data on an ongoing basis in order that this monitoring will facilitate adjustment as needed in ensuring fidelity of implementation of the proposed TTIPS grant program. Led by master and mentor teachers, cluster group meetings will facilitate teacher examination of student data together on the elementary campus. Collaborative planning for effective instructional strategies stemming from that data will be implemented through modeling and instructional coaching by Master and Mentor teachers in concert with mentee/career teachers. Additionally, this TTIPS project will engage a value-added assessment contractor that will utilize statistical modeling to accurately measure student gains at the PES campus. In addition to student achievement data, other student data including attendance will be collected, analyzed and acted on as needed to ensure positive student achievement.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #15—Project Evaluation (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**Part 3: Assessing effectiveness of interventions.** Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The LASSO360/TTIPS project management team in collaboration with the grant coordinator, instructional coaches, and interventionists (under direct supervision of the PES campus principal and superintendent, will ensure that formative data is collected as listed above in 1-5 and that that data is analyzed on a timely and ongoing basis. Moreover, this TTIPS team will review data on an ongoing basis in order that this monitoring will facilitate adjustment as needed in ensuring fidelity of implementation of the proposed program. Using the TAP meeting structure as a model for the campus, cluster group meetings will facilitate teacher examination of student data together on the elementary and secondary campuses. Collaborative planning for effective instructional strategies stemming from that data will be implemented through modeling and instructional coaches. Additionally, this TTIPS project will engage a value-added assessment contractor that will utilize statistical modeling to accurately measure student gains at PES. In addition to student achievement data, other student data including attendance will be collected, analyzed and acted on as needed to ensure positive student achievement.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**LASSO360** will use the Comprehensive School Reform Quality Center and the Finance Project (2006) criteria for assessing a prospective contractors' organizational and financial ability to perform the evaluation. PISD will use the following criteria:

- Organizational and Financial stability
- Ability to support focused school improvement efforts (past history)
- Engage the TTIPS Decision-Making Team (TDMT) about the need to hire external providers
- Engage the Superintendent and DCSI to ensure policies and procedures are transparent and fair
- Budget adequate funding for the five years
- Develop rigorous process to select an external provider (experience/qualifications/application/confirm record/financial stability/interview etc.)
- Campus Grant Project Coordinator, Curriculum Director and the District will assist in the selection process.
- Negotiate a contract outlining roles and responsibilities
- Set up an evaluation process and timeline toward goals
- Outline consequences for failure (termination/modification of contract)
- All programs will be research-based

Additionally other external providers include the Educational Service Center- Region 1 & 2 that have outstanding reputations, and the district has a vendor approval process that external providers are screened thoroughly. The ESC-2 screening process assists with any issues that may arise in securing vendors. Vendors will be research based and will be screened and approved by the campus TTIPS committee and then presented to the District for approval.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**Statutory Requirement 2: External Provider Oversight.** Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After possible providers have been identified, all grant external providers will be processed through the PISD purchasing department and in compliance with PISD policy as well as pertinent state, federal and grant guidelines. No purchase of goods and services will occur outside the grant specifications and/or PISD's policies and procedures. The grant manager, working collaboratively with business office staff, will facilitate and monitor all use of external consultants and ensure compliance with district policies and procedures.

Evaluation of all providers will be based on their documented contribution to increases in student achievement. The grant manager and campus leadership team will collect data related to the use of the external service provider. Student achievement trends will be studied to determine if use of the external provider contributed to increases in student achievement. In cases where there is lack of improvement in student achievement, future use of the service provider will be adjusted or discontinued. When use of a provider does contribute to increased student achievement, the district will implement a plan to ensure sustainability of and commitment to the specific services offered by the provider. Building staff capacity through continued transformation strategies and activities will ensure program continuation and sustainability for the LASSO360 project.

External providers may be used to develop content experts on the campus to support implementation of differentiated instruction strategies, early learning best practices, higher level questioning strategies, positive behavior support, data disaggregation and data-driven instruction, family and student engagement & counseling initiatives and strategies for working with families living in poverty.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 125905		Amendment # (for amendments only):
<b>Statutory Requirement 3: Pre-Implementation Year.</b> List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
1.	Build/excerpt and distribute critical timelines for the various initiatives of the grant	
2.	Post those timelines on the project website/campus webpage to facilitate communication of the timelines	
3.	Flesh out job descriptions based on information on positions in the grant	
4.	Post all positions	
5.	Hire staff for all positions in the grant	
6.	Update comprehensive Needs Assessment of district and campus	
7.	Replace or retain key staff	
8.	Identify and engage community partners via the grant coordinator, community liason positions	
9.	Ensure that all stakeholders are informed of funded project/review its initiatives	
10.	Create and distribute timeline regarding project	
11.	Ensure that publicity such as website/webpage development is underway and postings are current	
12.	Review grant proposal on job embedded professional development and university partners work with counseling support of students and families	
13.	Schedule all professional development as planned/refined through grant negotiations	
14.	Ensure all professional development participants are aware of training	
15.	Ensure that the TTIPS project team all attend the required state initial and follow up conference professional development	
16.	Ensure that all hardware and supplies are ordered, delivered, inventoried and distributed in timely manner for effective implementation of professional development and other grant initiatives	
17.	Ensure that budget is setup immediately so that all activities of the grant start on time/payments such as teacher professional development attendance stipends	
18.	Conduct campus tours of nearby elementary school (ie.Driscoll ISD) that are implementing successful reform initiatives included in this application	
19.	Complete First 90 Day Action Plan	

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**Statutory Requirement 4: Coordinated and Integrated Efforts.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**LASSO360** is committed to alignment with the Critical Success Factors to obtain increased student achievement. The district has engaged in intensive, focused efforts to implement transformation strategies to improve student performance at all campuses with particular attention being paid to priority schools. In the summer of 2015, the district replaced the elementary principal. In addition, campus support positions/consultants through the TEA EEIP grant were added to ensure that campuses would have access to high quality support in the areas of curriculum, instruction, staff evaluation and assessment through the addition of the NIET consultant, Master teachers and EdPoint Associates in partnership with the TAMUK Alliance. The TAP rubric was put into place and the teacher evaluation and reflection instrument was implemented to tie teacher evaluation and feedback to the identified areas of focus. The district also aligned all professional development activities to the identified focus areas and has shifted to a model of job-embedded professional learning consisting of cluster meeting/professional learning communities and on-site modeling, observation and adult learning. The aligned structures and expectations have created a heightened sense of awareness and urgency regarding the need for transformation.

Increased funding available through the TTIPS grant will allow the PES campus to continue on its focused path to true transformation. Local, state, state compensatory education, Title I, priority school and TTIPS funds will be coordinated to accelerate the transformation process and provide the structures and support necessary to transform the priority campus. Funds will be utilized to create a focused effort uniting students, staff, parents, community agencies and stakeholders in the quest to achieve campus goals. Structures will be in place to support implementation, monitor progress and make immediate adjustments when necessary to ensure success. Structures and strategies designed to address the social-emotional needs of students and families will ensure that students enter their classrooms ready and able to learn. On-site instructional coaches will work with external consultants to ensure high yield instruction is occurring in all classrooms. Coaches will be available daily to model instructional strategies, conduct classroom support visits, and provide reflective feedback and monitor student growth. With increased support and success will come increased commitment. Failure will not be an option with the strong supports for students, teachers and parents in place. Commitment will also be enhanced through the implementation of a carefully constructed system of data-driven, progress-based incentives for staff members. In instances where there is a lack of total commitment, teachers in need of assistance will receive individual attention and support focused on goal setting related to student achievement. Individualized teacher improvement plans will be utilized to track teacher effectiveness and identify areas of need when necessary. If increased support does not result in increased commitment, PISD policies related to teacher contracts and teacher assignment will be followed.

**LASSO360** will use the TTIPS funds to ensure success of the early learning/turnaround process. The desire to sustain the project after the grant is complete is unanimous among all stakeholders. Historically, PISD has committed to sustaining effective reforms implemented during the TTIPS cycle. The structures and system established during this five-year grant period will be such that the momentum for change and improvement will continue well past the grant period. The primary aspect of this project that will ensure sustainability for transformation reforms is that the activities and research-based models selected are based on building capacity for systemic progress and growth. Focused efforts during the grant period will ensure the creation of campus level experts and leaders at all levels to sustain high levels of student achievement. Continued focus on the Critical Success Factors relative to the Early Learning Model and Federal Turnaround Principles will create a culture of success and sense of community that will prevail. The strong, effective leadership team developed during the transformation process coupled with the knowledgeable teachers and successful students will lessen the need for the intense job-embedded professional learning efforts utilized during the five year grant period and lay the foundation for growth beyond the grant. Strong partnerships with families and community agencies will equip campus staff with the tools needed to address social-emotional needs of students. Successful monitoring of grant activities and careful attention to expenditures during the grant period will ensure that the campus invests in activities that can be continued for years to come. The intent and focus of **LASSO360** is to build internal capacity and increase student achievement on the campus so that the initiatives are maintained and become part of the school and community culture.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**Statutory Requirement 5: Principal Replacement**

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Annie Recio

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

Was hired June 2015

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth**

Applicants proposing a **TRANSFORMATION**, **TEXAS STATE-DESIGN**, or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	PES teacher effectiveness and differentiated compensation will depend in significant part on student growth measures <i>at the classroom level</i> . TAP's teacher evaluation system differentiates levels of effectiveness using multiple ratings categories on all measures; uses student growth at the classroom- and school-level as a significant factor; and requires teachers and principals to be observed multiples times a year using research-based rubrics by multiple trained and certified evaluators. For both teachers and principals value-added assessment, will be conducted by a reputable vendor thus providing a rigorous measure of student growth. Value-added also controls for factors external to the school environment, which produces a fair and transparent evaluation of PISD teacher and principal effectiveness.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	Classroom observations—announced and unannounced—will be conducted by members of the PES Leadership Team (principal, assistant principal(s), instructional coaches/master teachers) four or more times a year. To ensure the rigor of these observations, the TTIPS Leadership Team will undergo training and annual certification in the use of TAP's rigorous classroom evaluation standards, known as the <i>TAP Skills, Knowledge and Responsibilities Performance Standards</i> .
Describe how the evaluation system was developed with teacher and principal involvement:	The evaluation system selected stems from site based input into the EEIP awarded grant currently underway in the district. The campus leadership team including master teachers and administration have been involved in a year long startup process implementing the TAP model and have decided to pursue the TAP model beyond year two of the grant into the 2016-2017 school year and beyond. Having already implemented one year and being halfway through year two prior to potential award of these TTIPS funds will sustain the turnaround effort focused on the TAP model.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**Statutory Requirement 8: Educator Reward and Removal**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	The PES TAP System will reward teachers, principals and other personnel who demonstrate effectiveness on multiple measures - including student growth and classroom observations - with differentiated levels of bonuses. PISD teachers will earn performance-based compensation based on evaluation measures: classroom value added, school-wide value added, and SKR scores. Performance awards for core academic teachers will be based on the weights including 50% for the average teacher evaluation score, 30% for individual classroom achievement growth and 20% for school-wide achievement growth. Minimum performance levels have been established for each portion of the award. PISD teachers at campuses must score 3 or higher to earn either the classroom or school-wide value-added portion of performance pay. Minimum SKR scores are different depending on the teacher role. Career teachers must earn a minimum average score of 2.5 or higher, mentor teachers a score of 3.5 or higher and master teachers a score of 4 or higher to qualify for the SKR portion of the performance pay.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	Ongoing job-embedded professional development designed to support PES teachers on in increasing their skills and effectiveness as an essential element of the TAP system. Professional development will be provided by school-based expert instructional coaches/master and mentor teachers, who have been hired and selected to take on additional responsibilities based on their records of improving student achievement and successful work with adult learners. As mentioned PES will continue its restructured campus schedule to allow professional development activities to take place during the school day. Every week, instructional coaches/ master teachers will lead career teachers in "cluster groups," small professional development sessions focused on instructional improvement for increasing student achievement. Cluster groups are grade-or subject-specific and typically have five to eight members. Professional development extends into each classroom as coaches/master teachers model lessons, observe instruction and support teachers to improve their practice.
Describe the criteria established for educator removal:	All PES teachers on its campuses will be provided the opportunity and resources to improve their skills and raise student achievement. This is particularly relevant for teachers who are not meeting the criteria for effectiveness. Professional development does not end with the cluster meeting. PES teachers will also receive individualized support in their classrooms. This support is based on the needs of the teacher and may vary from lesson planning to a master or mentor teacher modeling the strategy in a teacher's classroom. Teachers who after receiving all of this support do not show growth will be removed from the campus.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students**

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students cannot learn at their potential when they are in crisis or face significant non-academic needs. Bringing relationships to campus surrounding students with a community of support can empower them to stay in school and achieve in life. **LASSO360** seeks to create a comprehensive system for student, parent and family support through coordination of existing Communities in Schools efforts at PES as well as with the addition of an additional campus social worker/counselor solely dedicated to student social-emotional well-being. PES will deliver a school counseling core curriculum that consist of structured lessons designed to help students attain desired competencies and provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The curriculum will be integrated throughout the school's overall curriculum but will be systematically presented by the campus social worker/counselor in collaboration with other professional educators including the TAMUK partners. TAMUK university students will serve the campus with internship time and will be professionally overseen by a TAMUK professor. The comprehensive counseling program will also include individual student planning to coordinate ongoing systematic activities designed to assist students in establishing personal goals and developing future plans. The comprehensive program will include responsive services designed to meet students' immediate needs and concerns through individual or small-group settings or crisis response. Indirect student services will also be provided on behalf of students resulting from social worker/counselor interactions with others for additional assistance, consultation and collaboration with parents, teachers, other educators, and community organizations.

**LASSO360** will support students both during the school day as well as also during the proposed afterschool/summer program supported by these TTIPS funds not only academically but emotionally by the extended day learning staff and additional counseling efforts in this TTIPS initiative. A budgeted parent coordinator will further support the program by facilitating planning on campus for parent/student engagement activities and conducting home visits as needed.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**Statutory Requirement 13: High-quality preschool programming**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<p>Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.</p> <p>Indicate if the campus will partner with community-based provider to deliver the preschool.</p>	<p>PES currently initiated a PK4 program for the 2015-2016 school year through local funding as the program had not been in place for several years. PES seeks to further expand its full-day pre-school offerings with these proposed TTIPS funds that will pay for a teacher salary for PK3 classroom. Teachers will be highly qualified according to the federal definition and recommended child to staff ratios will be followed. Salaries will be competitive in order to hire the best teachers for PES students possible. PK4 and PK3 classrooms will be house within the PES campus. The campus will partner with curriculum specialist in the area of Early Learning to provide a high quality program.</p>
<p>Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:</p>	<p>The Pre-school program will be: a) Research-based; b) Developmentally appropriate; c) Vertically aligned from one grade to the next as well as aligned with State academic standards; d) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions. Content expertise for early childhood programs will be provided by the TAMUK university partners and ESC1 &amp; 2 early childhood experts.</p>
<p>Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:</p>	<p>PES will enroll in the Children's Learning Institute (CLI), <u>CLI Engage</u> platform, and utilize the <u>Texas School Ready!</u> child progress monitoring assessments with pre-kindergarten students. Content expertise for early childhood programs will be provided by the TAMUK university partners and ESC1 &amp; 2 early childhood experts.</p>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**Statutory Requirement 14: Screening and Selecting Staff**

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	PES has been engaged in the TAP model during the 2014-2015 school year which required rigorous and multiple evaluations. Some teaching staff did not like the new system. Others did not succeed with students. Ultimately, due to these various factors, more than fifty percent of the teaching staff either resigned or were removed. New teaching staff that were hired were apprised of the TAP model and willingness to work under that model. Additionally, all new teaching staff were required to meet the definition of highly qualified but also were selected based on the perceived fit with the campus.
Indicate the number of existing staff rehired for work in the turnaround model implementation:	9
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	New teaching staff that were hired were apprised of the TAP model and willingness to work under that model. Additionally, all new teaching staff were required to meet the definition of highly qualified but also were selected based on the perceived fit with the campus. Candidates were interviewed by a team of district personnel to determine fit with the school reform efforts in place.
Indicate the number of new staff hired for work in the turnaround model implementation:	9
Indicate the start date for the new turnaround implementation staff, including rehires and new hires:	August 2015

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

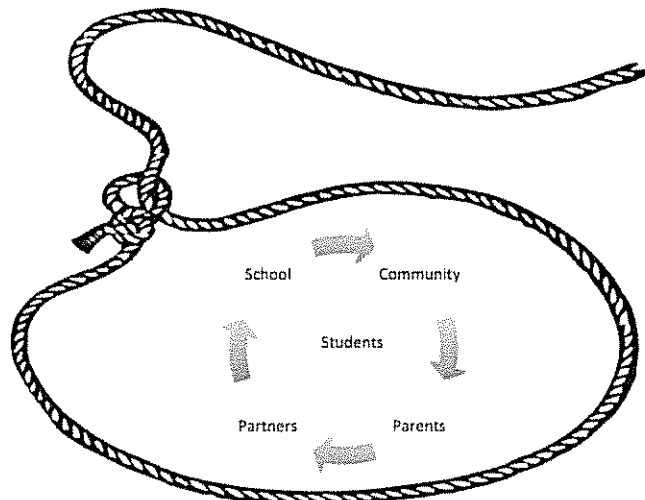
**Statutory Requirement 15: New Governance Structure/Turnaround Office**

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Premont ISD is a proud community with a rich heritage dating back to its history as an oil boom town that flourished. Its mascot, the Cowboy, represents courage and fortitude from days gone by. This TTIPS funded project with the acronym **LASSO360** will serve as a comprehensive effort of school reform for the Premont Elementary Campus. **LASSO 360** (Leading Academic Student Success & Optimization with 360 accountability from all stakeholders) represents campus-wide efforts to engage the village and the community, to in essence "circle the wagons" daring anyone to "come and take it!" (the district's motto). The goal of the LASSO360 project is to instill ownership in a successful transformation including enhanced student governance/ engagement, enhanced teacher governance/engagement, enhanced parent participation, and flattening of the organization (Ashkenas,Ulrich,Jick and Kerr, 1996) to distribute the leadership (Spillane, 2006) creating a sense of ownership, transparency, pride, and commitment among all stakeholders through these logistical reforms supported by substantial professional development. PISD is committed to the TTIPS initiative if funded and will work collaboratively with the decision making team to allow for a new governance arrangement and



operational flexibility supporting both student and educator governance and ownership. PISD will also fully support PES initiatives to increase community and parental involvement via an implementation of a community-oriented school structure. The TTIPS **LASSO360** team structure will allow the superintendent and district level instructional support staff to focus on oversight and formative evaluation while the instructional team comprised of grade level and content area teachers, instructional coaches, and other team members to work to align the curriculum, hone instructional strategies, and monitor student progress. PISD and the campus commits to providing adequate time for the **LASSO360** team to have flexibility in scheduling and staffing to meet student needs. PISD will also designate a DCSI whose primary responsibility is supporting school improvement, working with School Improvement Resource Center (SIRC) and TEA. This person will be housed in a central location in the district and will be given ample authority to implement the grant.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:**

***Academic Performance/Improve the Instructional Program***

Planned Intervention		Period for Implementation	
1.	Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
	<ul style="list-style-type: none"> <li>• Traing all teacher in new phonics reading program strategies and utilize to provide targeted reading instruction in decoding and comprehension.</li> <li>• Provide staff development and implement the vertically aligned standards-based writing curriculum in PK-6th grade.</li> <li>• Identify research-based strategies from increasing authentic student engagement and choose 3-5 targeted engagement strategies to implement across all grade levels.</li> <li>• Utilize lead4ward data disaggregation tools to analyze state assessment data, identify priority TEKS in each core content area, and align the identified standards to high yield strategies and resources to be implemented across grade levels.</li> <li>• Engage in TAP training with continued support, modeling and coaching throughout the year.</li> </ul>	<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
2.	Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	<input checked="" type="checkbox"/> Year 3	
	<ul style="list-style-type: none"> <li>• Use assessment data and small group planning tool to intentionally group students according to common need for both tier 1 small group targeted instruction and intervention groups.</li> <li>• Utilize students and staff data notebooks which will include individual self-established goals, weekly tracking and self-reflection and regularly scheduled conferences with parents or staff.</li> <li>• Implement RtI with focus on alignment of data, student goals, intervention strategies and progress monitoring. Utilize computer-based intervention programs to enhance interventions.</li> <li>• Utilize added inclusion support staff to analyze achievement data of special education students and to design and provide appropriate inclusion support and instruction for identified students.</li> </ul>	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<b>Critical Success Factor:</b>	<b><i>Increase Teacher Quality</i></b>	
	<b>Planned Intervention</b>	<b>Period for Implementation</b>
1.	Use the TAP model that supports rigorous, transparent, and equitable evaluation systems for teachers that take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement. To include: Instructional coaches/master teachers and admin conduct prescribed number of TAP walkthrus; Meet in weekly cluster meetings to review student data and plan instruction to address areas of concern; Meet with individual teacher at least once each grading period to review teacher data notebook, walkthrough and observation data and student growth measures; Use DMAC for data monitoring; Utilize a teacher self-reflection tool that is aligned to campus goals and walkthrough data as a springboard for discussion during quarterly teacher conferences.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a turnaround school.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

**Schedule #17—Responses to TEA Program Requirements (cont.)****For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:**

***Increase Leadership Effectiveness***

Planned Intervention		Period for Implementation	
1.	Replaced previous principal.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and are designed and developed with teacher and principal involvement.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. To include: Research models for identifying and rewarding school leaders who have increased student achievement at low performing campuses; Choose, adopt and implement financial incentives for school leaders who have led campuses through transformation and increased student achievement; Utilize principal evaluation tool and campus data notebooks to conduct monthly reviews with principal to track student growth, set goals and develop an action plan; Utilize evaluation tool and student data to evaluate principal effectiveness in relation to student growth and remove principals who have not positively impacted school achievement; site visit with nearby school district with similar demographics.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. To include: Hire additional teachers to lower class size and teacher/student ratio to address comprehensive student needs; Fully integrate learning supports (academic, behavioral, mental health/social services) to address needs of students and families; Provide a social worker and additional on campus counselor to provide social-emotional support. Use flex scheduling to provide social services on campus at least two evenings each week; Provide compensation for staff members to work extended days or Saturdays to provide adequate time for data disaggregation, student reviews and planning.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5	Hire a curriculum specialist supported by these TTIPS funds to serve in a position on the PES campus as oversight to coordinate curriculum initiatives on the campus.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:*****Increase Use of Quality Data to Inform Instruction*****Planned Intervention****Period for Implementation**

<p>1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. To include: Ensure instructional coaches are trained in peer coaching and data-disaggregation and are equipped to lead TAP clusters focused on student data and instructional planning; Participate in lead4ward data-disaggregation, accountability, instruction and assessment training opportunities. Use heat maps and other lead4ward tools to identify campus wide trends and weaknesses. Develop a menu of resources and activities aligned to the targeted skills/TEKS; Analyze TEKS and create common unit assessments with ensured alignment to standards and instruction; Print campus summaries of walkthrough data and analyze monthly with staff to monitor implementation of consistent research based strategies and alignment of instruction to TEKS; Establish grade level goals for high priority TEKS. Display goals and track progress on a monthly basis. Plan job-embedded PD to equip staff with resrouces needed to attain goals.</p>	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
<p>2. Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. To include: Train staff in use of Lead4ward data disaggregation. Utilize DMAC for data. Identify campus trainers/experts in use of each tool. Utilize data tools during campus PLCs, student-led conferences and staff evaluation conferences; Include added counselor and social worker in leadership team PLCs to provide data regarding social emotional needs of families and students and to design appropriate instructional plans for these students; Host student-led conferences during which students use their data notebooks to report their progress and work collaboratively with parents teachers to develop individualized goals and plans of action; Identify critical skills assessed through universal screeners and baseline assessment and utilize instructional coaches to guide teachers through the process of using this assessment data to group students for small group instruction and intervention; Utilize student survey to collect data regarding student instructional preferences in order to match instructional streategies with student preferences.</p>	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:**

***Increase Learning Time***

Planned Intervention		Period for Implementation	
1.	Establish schedules and strategies that provide increased learning time (using a longer day, week or year). To include: Implement master schedule which builds small group instruction, intervention and RTI time into the school day; Implement Positive Behavior Interventions & Support (PBIS) model to increase engagement and learning time while reducing absences and misbehaviors which result in loss of instructional time. Increase learning time over a child's lifetime with the expanded PK program for PK4 and PK3.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. To include: Establish, implement and monitor expectations for required number of minutes for daily instruction in all core content areas, including small group instruction and intervention time; Increase technology access and utilize computer labs, mobile labs, smartboards, tablets, etc. to provide additional software before, during and after school; Provide extended day, week and/or year learning academies/readiness opportunities through the proposed afterschool and summer program for students. Ensure extended day access to technology tools and computer intervention programs.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Provide additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. To include: Utilize targeted counseling curriculum including TAMUK university professors to assist students in achieving social emotional readiness to learn and to provide students with access to individualized, evidence-based personal guidance; Increase the number of enrichment/club opportunities available to students during and after school hours through the proposed afterschool and summer program; Provide opportunities for students to participate in service learning opportunities to address an identified need within the school's neighborhood during the school day as well as during the proposed afterschool and summer program.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects. To include: Cluster meetings relative to the TAP grant during the school day, Utilize job-embedded model for professional development to address topics including best practice in instructional strategies for core content areas, inclusion models, and PBIS; Host staff data disaggregation session afterschool, on Saturdays and during summer retreats as has been previous practice in Premont as part of the TAMUK/Premont Alliance.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:**

***Increase Parent/Community Engagement***

**Planned Intervention****Period for Implementation**

1.	<p>Provide ongoing mechanisms for family engagement.</p> <ul style="list-style-type: none"> <li>• Conducts ongoing needs assessment and involve a diverse group of parents and community members in planning a comprehensive parent education program.</li> <li>• Provide opportunities for parents and students to learn together before, during and after school.</li> <li>• Utilize social worker, counselor, and liaison to implement family support groups and provide time for families to come together to share challenges and support one another.</li> <li>• Open schools beyond traditional hours in an organized afterschool and summer program with transportation provided by the TTIPS grant to provide access to computer labs, homework help, adult education classes and/or enrichment opportunities (art, music, etc.)</li> <li>• Utilize student-led parent conferences twice each year during which students share progress towards goals.</li> </ul>	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	<p>Provide ongoing mechanisms for community engagement.</p> <ul style="list-style-type: none"> <li>• Utilize social worker and school nurse to establish partnerships and provide school-based health services and/or referrals.</li> <li>• Implement student monitoring programs with local organizations and business partners. Pair students with mentors based on interest inventories and identified needs.</li> <li>• Create parent education sessions once per month, and include community organization on agenda during each session.</li> <li>• Partner with community agencies to host family support and informational sessions at various community locations such as churches, civic centers, housing developments.</li> <li>• Partner with community organizations to provide extended day-week/year enrichment opportunities.</li> </ul>	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 125905

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:**

***Improve School Climate***

**Planned Intervention****Period for Implementation**

1.	Ensure that the school receives ongoing, intensive technical assistance and related support from the ELA, the SEA, or a designated external lead partner organization. To include: Provide grant manager to coordinate grant activities and ensure that all campus activities align to grant requirements; Provide district support team to review student achievement data on a monthly basis and develop plans for action based on data; Utilize services provided by Education Service Center to provide support in the implementation of PBIS, instructional strategies and data disaggregation; Continue partnership with TAMUK as the designated external lead partner organization to create a true turnaround at Premont Elementary.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Counseling services for parents and families will enhance conflict resolution and parenting challenges providing strategies for dealing with life situations of families that will positively impact children in those families who are students at PES. Whenever possible, bilingual counselors will be available to be more culturally responsive to the needs of these students and their families (Smith-Adcock, Daniels, Lee, Vallalba & Arce, 2006). Counseling activities will serve to broker the cultural relationships between students, families, and school staff (Amatea & West-Olatunji (2007).	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	After-school programming to engage families and provide support for children for working parents alleviating other potential childcare costs by providing positive behavior support for students, homework support, academic and other enrichment as well as engagement strategies for families. The indirect economic impact to the Premont community by the infusion of these TTIPS funds will also support an improved economic climate in the community.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 125905

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 125905

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 125905

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 125905

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 125905

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 125905

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 125905

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: